




Physical Development Long term plan



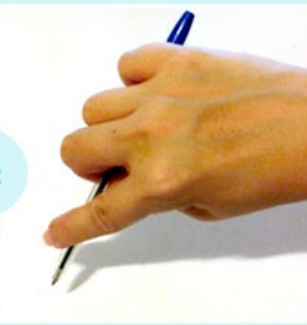



Statutory Guidance from the EYFS Framework:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes (Topics are child led and may change)	Starting School All about me Family and Friends My emotions	Autumn and Winter Christmas Celebrations around the world	Space Astronauts Aliens Journeys	Eric Carle Minibeasts Gardening Lifecycles of plants and animals	People Who Help us Our local area Health (including oral health)	Spring and Summer Hot environments Weathers Seaside Pirates
Possible Celebrations and Experiences	Class rules and routines, Staring School, Autumn, Harvest, Halloween	Bonfire Night, Remembrance, Children in Need, Birthdays, Hanukkah, Christmas, Nativity, Visit to meet Santa	Lunar New Year/ Chinese New Year History Day, Art Day	World Book Day, Mothers Day, Pancake Day, Easter Farm Trip	Visitors from our local community, Sports Day	Fathers Day, Transition, Summer Concerts
Suggested Texts - Fiction and Non-Fiction						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Begin to use their core muscle strength to achieve good sitting posture on the floor or at the table. • Be aware of the space around them. • Balance and climb and jump using apparatus like the climbing frame or obstacle course. • Use large muscle movements (ribbon sticks, chalk) 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Begin to develop strength, balance, coordination and agility. • Experiment moving in different ways (jumping, hopping, skipping) • Choose resources to carry out a plan, work with other to manage large items (guttering, planks) • Develop in ability when dancing to music. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Continue to develop overall strength, balance, coordination and agility. • Begin to negotiate space. • Show increasing control with a ball. • Balance and ride (bikes, trikes and scooters) • Combine different movements into sequences and patterns. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Negotiate space successfully and adjust speed and direction. • Throw, kick, bounce and pass a large ball. • Confidently and safely use a range of large apparatus. • Balance on and off equipment. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use equipment safely with consideration to others. • Move in a range of ways confidently, including running, jumping, dancing, hopping, skipping and climbing. • Develop further ball skills such as batting and aiming. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely. • Show strength, balance and coordination when playing a range of activities and games. • Move energetically in a variety of different ways
Fine Motor Skills	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use pencils and other mark making tools in a grip that is comfortable. • Use scissors to make snips in paper. • Begin to use knife and fork independently. • Develop independence when meeting their own care needs (undoing zips, turning taps). 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Develop their pencil grip • Begin forming letters correctly. • Use one handed tools and equipment (tweezers, paintbrushes, play dough tools) • Draw recognisable objects and shapes. • Use scissors to cut along curved lines. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Use an effective pencil grip, for many this is a tripod grip. • Cut around more complex shapes using scissors • Form more letters correctly. • Write with more fluency and stamina. • Use cutlery independently. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Form recognisable letters with an effective pencil grip • Use a range of tools in a variety of sizes. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Continue to develop the foundations of a handwriting style that is efficient and legible. • Confidently use scissors and some small tools. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Show accuracy when drawing • Use a range of small tools • Hold a pencil effectively in preparation for fluency writing.

<p>ELGs</p>	<p>Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
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 <p>FISTED GRIP 1-2 years old</p> <p>Children often hold their writing tool like a dagger, scribbling using their whole arm.</p>	 <p>DIGITAL PRONATE GRIP 2-3 years old</p> <p>All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.</p>	<p>OR</p> 
 <p>4 FINGER GRIP 3-4 years old</p> <p>4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>	 <p>STATIC TRIPOD GRIP 4-6 years old</p> <p>This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>DYNAMIC TRIPOD GRIP By 6 or 7 years old</p> <p>Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.</p>